

T H E
COMMON SCHOOL JOURNAL
A N D
EDUCATIONAL REFORMER.
NEW SERIES.

WM. B. FOWLE, EDITOR.

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WHO IS MY NEIGHBOR?

Who is he? It would be a harder question to answer, Who is he not? The inquiry seldom arises from a desire to enlarge the circle of one's sympathies, but generally proceeds from a desire to find within how narrow a compass the pulsations of the heart may be confined, without shocking the general sentiment of humanity. This narrowness of feeling is not confined to individuals, for the nations have always been inquiring who is my neighbor, not so much with a view to helping him, as to help themselves to such portions of his domain as they coveted and he could not defend. What is called patriotism is generally to nations what utter selfishness is to the individual. It has been the object of all great statesmen and patriots to aggrandize their own country at the expense of others, or, at least, to the neglect of others; and those who have favored the claims of a foreign nation have generally been condemned as little better than traitors to their own.

It would be difficult to find any thing in the Gospel, or in the example of Jesus, that savors of Patriotism. The nation to which He belonged was the most patriotic that ever existed. Their government refused to have any sympathy with any other. All their institutions, customs, laws, feelings, were exclusive, beyond any other example on record; and, in their view, all lands not em-

braced in "the promised land" were cursed, and the Gentiles were all dogs. It is remarkable that, when Jesus selected his model neighbor, he did not go to the Gentiles, who were only dogs, but he went to the lost sheep of the House of Israel, who were so obnoxious to the Jews, that they were not only treated as Gentiles, but were placed without the limits of trade, limits which are always comprehensive and most easily stretched. If the words and example of Jesus teach any one thing more than another, it is the brotherhood of man, and the enormity of the common sentiment, that boundary lines make enemies of neighbors. This exclusiveness is not confined to nations, for the States, of which Empires and Unions are composed, have the same jealousy of each other, and, as far as they can, legislate and act for self, without regard to the just rights and evident interests of others. So the Counties of which States are composed appear to feel it to be a duty to conflict, rather than to coöperate, with other Counties; and the Towns are prohibited by our laws from doing anything, as Towns, to benefit other Towns. The organization of Towns, Counties, States, and General Governments, seems to be made to separate rather than to unite them; and, as we have lately seen, in the case of Hungary, the last thing that enters into the thought of Governments is the idea that Hungary represents the oppressed, plundered and half-killed traveller of the parable, and that she is a neighbor to every nation that has human feelings.

The selfishness, which we are exposing, is particularly seen in the educational concerns of this country. No duty of our General Government can compare in importance with that of educating this people, but the General Government pretends to have no power to do this, and if it can not educate its own people, it can not educate the people of other less favored lands. This matter, we are told, is left with the States, and is "a reserved right." This right the States exercise without coöperation, and almost in a spirit of hostility. One State provides free schools for all its children, and another, with perhaps inferior schools, excludes all children that are not white. Children on one side of a boundary line, where there is no school, are not allowed to cross the line, and obtain an education where there is room enough and to spare. So, in each State, the important duty is mainly left to the Towns, and each Town is supremely selfish in its provisions, and probably will continue so, until the schools are supported by a State tax, which bears equally upon all, and the schools do not depend for their support upon the niggardly feeling of this or that little community. In Massachusetts there is an immense difference between the several Towns in regard to the means of education, and yet it would be difficult to say why one child does not

need education as much as another, and why every child has not a right to claim an education as good as the best that is furnished to any other child. District excludes District, Town excludes Town, from all its advantages. The last thing a Town would think of doing would be to aid a poor District; and the last thing a State would dare to do would be to support a first-rate school in a poor and destitute Town, however ignorant or vicious its population may be.

Horne Tooke, or some one else, says, that *neighbor* is a corruption of *nigh-bore*, which means *nigh-born*, neighbors being kinsmen oftener than strangers. Whether this etymology be true or not, it is clearly applicable to the great case that lies before the people of this State, and of the United States. The race that is in the cradle or in the primary school is the offspring of that on the stage of action. And if the generation now ruling the State asks who is my neighbor, the voice of the coming generations thunders out, — WE. The present mean arrangement for the education of the race that is to succeed the present, is entirely inadequate to its wants. If the world stood still, it would still be inadequate, but the motion is every year accelerated; the old stage coaches that did well enough a century ago, when men saw nothing better, must give place to railroad cars; every facility must be given, every improvement adopted; the old driver with his whip must be packed away with the Solomons and other whipsters of the dark ages; the rusty conservatives, whether called Trustees, School Committees, or Boards of Education, must be broken up and re-cast; the Legislature must be taught that the best way to take care of this generation is to take care of the next. Sufficient unto this day is its own evil, but the evil of *that* day will be more than sufficient, if measures are not immediately taken to break up the present system of education, and substitute not only a better system and a more active management, but better teachers, and a better method of instruction. It is of no use to deny the fact,—for it is staring this community in the face,—that not one child in twenty gets a tolerable education in the free schools of Massachusetts. The mass seldom learn any lessons, and never thoroughly understand them; a few go through books, which go through their memory, as a powerful cathartic does through their bodies, diminishing their strength and leaving no nourishment behind. This position we are ready to maintain with facts, and to prove in any large school in the State. We have made the subject a study for more than thirty years, and we have proved from the statistics of our Board of Education, that in every important respect our public schools are retrograding, and the means in use to meet the wants of the coming generation

are altogether unworthy of a prudent and wealthy community. The next generation, on its journey, is to be knocked down, wounded, and robbed of all that can make it truly good and great; and the question is, whether we shall administer in time to its wants, or only "look upon it, and pass by on the other side."

GEOGRAPHY.

When we were at school, this branch of study was not introduced into the public schools of Boston. The Astronomical and Geographical Catechism of Caleb Bingham was committed to memory, but never explained. This was a thin pamphlet, and we learned it in a few weeks, but it was the text book for several years, and we said it through, hundreds of times, without looking at a map or globe, and without seeing any illustration or explanation.

We then used the Abridgement of Morse's Geography as a *reading* book. No lessons were studied, and no maps examined. The book contained a map of the Hemispheres, and, we believe, one of the United States, but they were never used, and generally torn out as incumbrances. One of our amusements was to play hunt places on these maps, one boy putting out a name for the other to find. This was forbidden by the teacher, but it was frequently attempted, and many is the blow we received for playing this game, although the only knowledge we ever got of geography at school was obtained in this way. We did not understand the reading, and yet we read the book through many times during our school career.

Soon after we left school, Cummings's Geography and Maps came into general use, but as the maps were examined slightly and no attempt was made to fix their outlines in the mind, the lessons were soon forgotten. We never saw a map drawn in any of the public schools of Boston, till we introduced the exercise in 1821. Occasionally a map had been drawn in some of the private schools, but it was done for show, for exhibition, and never was a common exercise until we made it so. We continued the practice twenty years, but it was many years before Map Drawing was introduced into any other public school, and we suspect that even now, very little is done at it.

We have taught Teachers' Institutes in New-England, in which

not one in a hundred of the teachers had ever drawn a map, on slate, paper, or blackboard. Few teachers know how to print and still fewer have any knowledge of the merest elements of drawing. In many district schools there are no conveniences for drawing, and we believe it is a rare thing for Committees to require any drawing of any kind.

Any person who will examine the Geographical classes in any of our schools, public or private, will find that no permanent impression is made on the mind by the course of study pursued. The child learns the lesson and must recite it immediately, or it must be learned over again. He can not learn a second lesson till the first is recited, and the moment a lesson is recited it is done with, and no longer a subject of concern. We have found teachers who could not name one island in the whole world, and probably not one in a hundred of the teachers of Massachusetts knows the location of one in twenty of the towns of the State. And yet this system is allowed to go on. Smith's, Mitchell's, Olney's and similar Text Books are used, and the Committee and the Board of Education, although they must feel in their own persons the uselessness of such study, continue to authorize it. It may be pleasant to draw water with a basket in this way, but it is very unprofitable.

Of late, Outline Maps have been used in some schools, and these, *if properly used*, are very important aids to the teacher. But we have seen a scholar sing through the key that accompanies such maps, without knowing any more of the real situation of the things named, than if he had been singing psalms. We have seen others go from one end of an outline map to the other, naming every division of land or water in order, and yet, a question *out of course*, was unanswerable. One smart girl of fourteen named all the rivers of the United States, from the St. John's to the Rio Grande, but when we asked where the Santee was, she began at the St. John's and went over the list till she came to the Santee, but even then she could only tell what it came next to, without knowing in what State it had its source or outlet.

We have made a Series of Outline Maps and a Key, which, we believe, can not be perverted in any such way, and we believe they are cheaper as well as better for Common Schools than any others. We have made, also, an Outline Map of Massachusetts larger than any other that has ever been made. Of course, the Board of Education do not recommend our works because we do not commend theirs, but we believe that the common sense of the school committees and parents will yet lead them to see that there are many truths, and most important ones too, which the Chief Priests and Pharisees do not yet believe.

We long to see the day when reason shall direct in matters of education; when teachers and parents will learn that it is cruel, if not criminal, to compel children to learn lessons that they know are not understood, and can not be remembered; when master workmen will be preferred to bunglers and inexperienced journeymen and apprentices; when every improvement will be sought in education as eagerly as in mechanics and the arts; when the first years of life will be duly improved, and not, as now, almost entirely wasted. It is vain to attempt to conceal the fact, that all the knowledge and skill acquired by our children in the Common Schools amounts to nothing or next to nothing. It would be some consolation if they learned but little and learned that little well, so that it might form the basis of further progress after the child leaves school, and beget a taste for solid learning, useful reading, practical science, and active virtue; but who does not know that the elements are neglected, sadly neglected. Our teachers, to say nothing of our children, are not good readers, are not good spellers, are not good geographers, are unacquainted with drawing and printing, are slow and unsafe in the first four rules of arithmetic, and have no substantial elements of character. He who does not know this is blind; and he who does know it, and does nothing to promote a reform, is unfaithful, if not unpardonably criminal.

ROMANISM.

The following letter speaks for itself. As we have no motive but truth, and the public good, we fear no examination of our opinions, and, therefore, publish the letter entire.

MR. EDITOR,—

While I confess that I believe you are essentially right in all the charges which you have made against our School System and its managers, I must be allowed to express my fears that you have overstepped the bounds of prudence in one point, and are likely to defeat the very object, which you profess, no doubt sincerely, to have at heart. I allude to the remarks which you have repeatedly made on the subject of Roman Catholicism in connection with the Free Schools. If I understand you, you think the Romanists are hostile to free schools, and will suppress them as soon as they have the power. But they now allow their

children to mix with ours, and who can doubt that this intercourse, and the knowledge acquired, are doing much to open the eyes of the rising race of Catholics, and to make them uneasy under the heavy yoke that has pressed their parents to the earth. Why then stir the matter? Why not let the good work go on quietly until the end is secured, without any avowed hostility or open convulsion? I suppose you will be unwilling to publish this letter, but I hope you will notice it in some future number of the Journal.

Yours, in almost every thing,

D. W.

In answer to our esteemed correspondent, we remark, that we have never had any reputation for worldly wisdom or what is generally termed expediency. It may be true, that, by saying nothing we may quietly circumvent the acknowledged enemies of free instruction, but we prefer to work openly. Our correspondent underrates the sagacity of the Jesuits who manage the Catholics in this country, if he supposes that they are not aware of the danger which impends over their church, in consequence of the free intercourse of Young Rome with Young America. Patience is one of the most powerful weapons of the church, and a temporary loss does not divert it from its great design of establishing itself in the United States, and suppressing the very freedom to which it owes its opportunity to do mischief. The time has not yet arrived when any movement can safely be made to subvert our institutions, but he must be green as grass who does not suspect that the plan is formed, and the time determined upon. The state of native parties in this country is daily giving more power to the foreign party. That keen observer, the Magyar, has publicly declared that "the foreigners already hold the balance of power," and how soon will they exercise it? The leading politicians know all this, and they are calculating chances, and contriving ways and means to secure the votes, rather than to prevent the increase of such unprepared citizens, and to check their interference in our domestic affairs. The mass of the people do not understand the game, and are the dupes of their own leaders, as well as of the Jesuits. We would not oppress a Catholic because we think the influence of his church is now, and always has been, opposed to progress and fatal to liberty, but we would do all in our power to enlighten him, to awaken our own countrymen, and bring the issue fairly and openly before the world. It is better for us to take a stand now, even if every Catholic child is withdrawn from our schools, than to let the evil go on, until we are on our backs and can not stand. Boston rules the State of Massachusetts, and has done so for good, we trust, hith-

erto ; but, nearly half its population are foreigners at this moment ; and what is to hinder them, under the direction of their priests, from ruling the State ? How long will it be before they will begin to ask pledges of candidates, and make terms with parties ? How long before they will claim a share in the offices ? How long before they will demand a separation of the children in the free schools, so that their own may be kept from *contagion* ? How long before Protestantism will be asking for that toleration which has built up the Romish Church in the United States ; but which the Romish Church never granted in any country under its control ? We have studied the subject for many years, and are fully convinced that our only safety lies in settling the questions of naturalization and free education immediately, and making such a “finality” of them, that the institutions of the pilgrims shall always be in the hands of their descendants.

FORGIVENESS.

—
BY J. C. PRINCE.
—

Man hath two attendant angels,
Ever waiting at his side,
With him wheresoe'er he wanders,
Wheresoe'er his feet abide,—
One to warn him when he darkleth,
And rebuke him if he stray,
One to leave him to his nature,
And so let him go his way.

Two recording spirits, reading
All his life's minutest part,
Looking in his soul, and listening
To the beatings of his heart ;
Each, with pen of fire electric,
Writes the good or evil wrought,—
Writes with truth that adds not, errs not,
Purpose, action, word and thought.

One, the Teacher and Reprover,
Marks each Heaven-deserving deed,
Graves it with the lightning's vigor,
Seals it with the lightning's speed ;
For the good that man achieveth,
Good beyond an angel's doubt,
Such remains for aye and ever,
And can not be blotted out.

One (severe and silent Watcher !)
 Noteth every crime and guile,
 Writes it with a holy duty,
 Seals it not, but waits awhile ;
 If the evil-doer cry not
 " God forgive me ! " ere he sleeps,
 Then the sad, stern spirit seals it,
 And the gentler spirit weeps.

To the sinner if Repentance
 Cometh soon, with healing wings,
 Then the dark account is cancelled,
 And each joyful angel sings ;
 Whilst the erring one perceiveth,
 Now his troublous hour is o'er,
 Music, fragrance, wafted to him
 From a yet untrodden shore.

Mild and mighty is Forgiveness,
 Meekly worn, if meekly won ;
 Let our hearts go forth to seek it,
 Ere the setting of the sun.
 Angels wait, and long to hear us
 Ask it ere the time be flown :
 Let us give it, and receive it,
 Ere the midnight cometh down.

[The writer of the following article is on the right track, and we hope he will follow up his remarks and apply them to the evils which his extensive observation and experience fit him to expose and to remedy.—ED.]

CAUSES OF INSANITY.

[Written for the Common School Journal.]

Dr. Jarvis remarks, that among the predisposing causes to insanity at the present day, " the causes connected with mental labor, in its manifold applications, have increased and are increasing rapidly. The improvements in the education of children and youth, have increased their mental labors, and imposed more burdens upon their brains, in the present, than in the preceding ages. There are more and more of those, whose love of knowledge, whose sense of duty, whose desire of gratifying friends, and whose ambition impel them to make their utmost exertions to become good scholars. Thus they task their minds unduly, and

sometimes exhaust their cerebral energies, and leave their brains a prey to other causes, which may derange them afterwards." "Sciences, both new and old, which were formerly confined to the learned, but are now simplified and popularized and offered to the young as a part of their education, multiply the subjects of study, and increase the mental labor of almost all in the schools." All trades have their time for relaxation; the painter will wash his pencils; the smith will repair his hammer, anvil and forge; the husbandman will mend his plough and grind his hatchet, if it be dull; the huntsman will take care of his horses and dogs; the musician will string and unstring his instruments, which he daily uses; but scholars alone neglect that instrument, their brain, which they daily use, and by which they range over a world of thought, so intently, as to consume its own energies. Teachers are not aware of the fatal and melancholy consequences resulting from the course of study pursued at the present day in our schools. Every violation of a natural law will bring its penalty. This is taught and believed, but violated in the same breath. I am reminded of this fact in observing the appearance and habits of the young ladies attending one of our Normal Schools. The nervous anxiety depicted on their countenances, the debilitated state of their health, and the growing indisposition to attend to any manual or physical exercises, betoken an overtasked mind. It is a law of nature that health, ease, and order shall spring from labor or from due use of the organs, according to their appropriate functions. In all creation the due and regular performance of the allotted duties is rewarded by pleasing sensations, strength and beauty; the undue and irregular, by pain, feebleness and deformity. This law holds good of the physical as well as of the moral nature. Study must be well directed, in harmony with the needs and powers of the individual; general as regards the use of the organs and not partial. Excessive labor in one exclusive direction produces corporeal deformity and mental obliquity.

The evils of excessive study generally manifest themselves in morbid conditions of the organ of thought, which, reacting on the mind itself, disorder its manifestations. It is often observed, how narrow the space between genius and madness; how frequently the mind breaks down under the strain to which it is subjected. How often have we observed the brightest intellects which have illumined the world by their morning or mid day glory, to set in clouds and darkness, and whose long, interminable night has been one of idiocy, insanity, or suicide. Another result of this mental toil is seen in the wearing out of the vascular system. Every effort of thought is accompanied by an expenditure of living material.

It is in accordance with a law of Divine Providence, that the laborer shall so labor, as to gather strength and not weakness from his toil. It is only in accordance with this law that the progressive development of mankind can be secured. How fatal and destructive that system which perverts this law! He, who thus knowingly directs other minds to that course of study which may produce such fatal results, takes upon himself an awful responsibility. To shorten life or human usefulness is the more criminal, because no atonement can benefit the victim.

With your permission, I will say a few words more on this subject in a future number.

ASA FITZ.

West Newton, Oct. 27, 1852.

LECTURES AT INSTITUTES.

MR. EDITOR,—

There can be no doubt of the importance of Teachers' Institutes as a means of preparing Teachers for the important work of instruction, but it does seem to me that the chief object of these Institutes is lost sight of, and it will not be long before the public will begin to inquire what right the Board of Education have to employ a travelling lyceum, as they begin to inquire what right the Board have to turn Normal Schools into High Schools. In the Boston Traveller of today, is a puff of an Institute lately held at North Brookfield, of which the chief attraction and the main feature were the lectures of Professors Agassiz and Guyot. Now, no man estimates the talents and learning of these gentlemen more highly than I do, but I can not help expressing my fears that such lectures as were delivered on the occasion referred to, were out of place; for, the lectures given at Institutes should not be calculated to please the citizens, nor even to *instruct* them and the teachers that are convened. The lessons and lectures to the Institute proper, should relate to *methods of instruction*, and those addressed to the citizens who attend the evening service, should be calculated to arouse them to greater activity in regard to the free schools. Lectures on Natural History and Speculative Geology and Geography are very interesting, but I doubt whether they will enable the poor district teacher to manage his Winter School any better, and to teach reading, writing, spelling, arithmetic, and the class books of geography used in our schools,

with one whit more skill than before. A large sum has been expended, and is to be expended, in this sort of entertainment, under the auspices of our Board of Education, and on this, more than on the knowledge of the art of teaching, which it was the object of Institutes to furnish, the Secretary relies for the popularity of the Institutes. I hope the learned and excellent foreigners will not misunderstand these remarks. They have no admirer more ardent than the writer, but they are out of place when lecturing to teachers who need instruction in the art of teaching such things as are required in the Common Schools; and, if the Board of Education can not see this, it is high time for the teachers to say what they want, and what the true object of Institutes requires.

In connection with this subject, allow me, Mr. Editor, to allude to another mistake in the management of our Institutes. For several years, the only instruction given on the subject of English Grammar has been given in what is called "Analysis." Instead of teaching the young teachers how to make their children able to write and speak English with ease and correctness, they have been taught to call nominatives subjects, and verbs predicates. The old grammatical terms have not been laid aside, but old and new have been used together, and if, in sixty years, the old system did nothing towards making the rising generation understand English, how long will it take both systems to do it? The schools of Boston afford an answer to the question. They formerly used Murray's Grammar; then Parker & Fox's Murray; then Gould Brown's Murray, which introduced the grammatical millennium, the new system of Analysis, which was got up by a Boston teacher. The millennium lasted five years instead of a thousand, although the Board of Education lent all their strength to prolong it. The Annual Report of the Boston School Committee for last year, declared it a failure, and recommended that the old fashioned grammar be introduced by the side of the Analysis. But this movement failed, and now we are told, that the Analytical Grammar has been thrown out of the schools as worthless, and Bullion's Grammar, which is one of Murray's bastards, has been ordered in its stead. This is no doubt called *progress*, and I am curious to see how the Board of Education will act in the premises. There can be no doubt that the Boston Committee did right to throw Analysis to the dogs, but I think, Mr. Editor, that you have fully shown that Bullion's, and all others who follow Murray in his mongrel-Latino-English system, are worse than nothing. If the teachers would only spend half the time now to be wasted on Bullion's, in teaching the children to write and speak English, without ever showing them a grammar book, they will make ten

times the progress they have ever made. I do not expect to see them use the True English Grammar that you have published, because it was prepared by a Boston Boy, and yet I believe that the Grammar of Dr. Wallis, as you have prepared it for the Common Schools, is to the system of Murray, Greene & Co. what the Bible is to Tooke's Pantheon; what truth is to falsehood; what simplicity is to the most complicated error.

A TEACHER.

[We thank our friend for his good opinion of our labors in the department of English Grammar. We have no doubt that the system we advocate will be adopted and published, as a new discovery, by some remote stranger, and then adopted in the schools of Boston.—ED.]

SCRAP.

Yet still that active spark, the mind,
Employment constantly will find,
And when on trifles most 'tis bent,
Is always found most diligent;
For weighty works men show most sloth in,
But labor hard at doing nothing,—
A trade that needs no deep concern,
Or long apprenticeship to learn;
To which mankind at once apply
As naturally as to cry,
Till, at the last, their latest groan
Proclaims their idleness is done.
Good sense, like fruit, is raised by toil,
But follies sprout in every soil,
And where no tillage finds a place,
They grow like tares the more apace,
Nor culture, pains, nor planting need,
As moss and mushrooms have no seed.

Trumbull's Progress of Dulness.

If all men would contribute their deep experiences in education, to some widely circulated Journal, the true system of teaching might easily be seen and adopted, and the deadly errors which at present exist, would no more blight our progress.

“Man sleeps in the earth, the sun in the sea.” This is false; instead of sleeping, they do but look upon other worlds.

OUR CORRESPONDENCE.

We give a few specimens more of letters that have lately been received. The first is printed verbatim and *punctuatim*.

“School Committee of Templeton — Oct 25

“voted that we desire no longer to receive the Common School Journal, edited by Mr. William B. Fowle, and that the Secretary transmit to him a copy of “this vote”

“Attest Edwin G. Adams

Secretary”

[Templeton is a *small* town somewhere in Cimmeria, near Cambridge and Winchester. It is not our fault if it can not bear the light.—Ed.]

Middleborough, Mass., Oct. 13, 1852.

DEAR SIR,

As I read the last number of your Journal, I was grieved to find that you intend to close it with the present year. For the last four years, I have paid my dollar for the Journal, each year, and have *read* it, and now I do not wish to part with it. In this large town of thirty-six districts, I have often conversed with teachers respecting the Journal, and the answer was, “they would like to take it, but can not afford it.” I am poor, but I will tell you how I afford it. Some morning, during the year, when I have a holiday, I take my saw and go to some neighbor’s woodpile and saw a cord of wood. This brings me a dollar, which I enclose to you. I read the Journal and feel better prepared for my duty, both physically and mentally, and with a clear conscience go forward.

Yours, respectfully,

F. M. H.

[If the teachers generally had imitated this young and enterprising one, the Journal would long ago have built up the schools, and made the teachers freemen.]

The following is from a distinguished gentleman of Norfolk County. It was directed to our publisher and not to us, and we are not at liberty to give the name. No man knows better of what he affirms.

DEAR SIR,

I have sinned in that I have kept for my own use money belonging to you. As partial amends, I enclose two dollars for this year and the next. I have felt obliged to reduce the number of my periodicals, and had almost struck the Common School Journal from the list, but I like its pluck, I like its showing up the *fogicism* of the Board of Education.

Yours, very truly,

Ex-Chairman of the School Committee.

We wish the consciences of all our subscribers were as tender as that of this writer. We have just sold all the unpaid New England and New York bills of the Journal, for less than fifty cents on the dollar, and for this grievous wrong there is no redress. Were our subscribers punctual, the Journal would support itself, but as it is, we can not afford to continue it. We can not bear, however, to have it discontinued, just as it is beginning to open the eyes of our citizens to the true condition of their schools, and we shall be happy to hand over the concern to any man, or body of men, who have "pluck" enough to complete the work. Any application on this subject, if made immediately, will be promptly answered. Subscribers, out of New-England, will please to send their subscription money to us, but, those in New England, will send to Argall Pease, General Collector, No. 63 Court St., Boston.

EDUCATION.

BY J. BOWRING.

A child is born—Now take the germ and make it
 A bud of moral beauty. Let the dews
 Of knowledge, and the light of virtue wake it
 In richest fragrance and in purest hues.
 When passion's gust and sorrow's tempest shake it,
 The shelter of affection ne'er refuse,
 For soon the gathering hand of death will break it,
 From its weak stem of life, and it shall lose
 All power to charm; but, if the lovely flower
 Hath swelled one pleasure, or subdued one pain,
 O who shall say that it hath lived in vain,
 However fugitive its breathing hour?
 For virtue leaves its sweets wherever tasted,
 And scattered truth is never, never wasted.

NOTICE.

The Bills for the Journal, up to the close of the present Volume, in the *New England States* and *New York*, have been sold to A. Pease, of this City, who will present them for payment. All who may owe, in the States above named, are *requested not to make any remittances to us*, on those bills. It is hoped that the bills due in the other States will be cancelled without delay.

SCHOOL MELODIES.

We presume it is too late in the day for an argument on the utility of introducing Music into our common and private schools, but, at any rate, it is our duty to say, that our Publisher has just printed a new little book for schools, entitled "SCHOOL MELODIES; containing a Choice Collection of Popular Airs, with Original and Appropriate Words, composed expressly for the use of Schools, by J. W. GREENE." As the Committees may not know the author, we are happy to say that he is a practical teacher, and a very successful one, in other branches as well as in Music.

THE LAW IN REGARD TO PERIODICALS.

Subscribers who do not give express notice to the contrary, are considered as continuing. If the paper continues to be sent, one of two things is certain,—either the notice has not reached the Publisher, or the subscriber owes some arrearages, and by law is responsible for all papers sent, until the whole arrearage is paid. It is very common for subscribers erroneously to suppose they have given notice to the Publisher, because they have spoken to the Postmaster, or refused to take the paper out of the office. Because a subscription is payable *in advance*, he who pays for one year has no right to expect that the paper will not be sent a second year, because he does not send his dollar. We do our duty, whether he does his or not.

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